| Learning Area | Program Outcomes |
|---|---|
| **Religion** | **God Provides For All- Eucharist**<br>• Identifies things that are spectacularly beautiful in creation<br>• Identifies essential resources needed for life<br>• Depicts ways in which the resources of the earth are not shared fairly amongst people.<br>• Interprets from a parable, ways people should treat others in need.<br>• Predicts how the world might be different if people received Jesus regularly in Holy Communion<br>• States the key elements of the Last Supper.<br>• Explains the meaning of the new covenant made by Jesus at the Last Supper.<br>• Memorises prayers, responses and gestures used during the Mass.<br>• Suggest ways to live out the Seventh Commandment<br><br>**Guided Through Prayer**<br>• Identifies right and wrong moral choices based on the ten Commandments and the Two Great Commandments of Jesus.<br>• Memorises the conditions for sin.<br>• States ways God seeks to help people to do what is right.<br>• Recalls ways Jesus always chose what was right<br>• Interprets how the world would be different if everyone prayed and was helped, by Jesus, to do good.<br>• Explains the meaning of The Lord's Prayer (Our Father).<br>• Recalls why Catholics pray to Mary.<br>• Recalls formal prayers.<br>• Generates prayer experiences that can be prayed through movement, song, music and art.<br>• Explains the meanings of temperance, fortitude, justice and prudence. |
| **Maths** | **Australian Curriculum Outcomes**<br><br>**Mathematics - Number and Algebra**<br><br>**Number and place value**<br><br>• Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)<br>• Investigate everyday situations that use integers. Locate and represent these numbers on a number line (ACMNA124) |

**Fractions and decimals**

- Compare fractions with related denominators and locate and represent them on a number line(ACMNA125)
- Make connections between equivalent fractions, decimals and percentages (ACMNA131)

**imaths Topics Covered**

- The Four Operations

- Backtracking

- Distributive Law

- Estimation Strategies

- Positive and Negative Numbers

- Equivalent Fractions

> **Mathematical Thinking**
>
> The four proficiency Strands: Understanding, Fluency, Problem Solving and Reasoning are embedded in this unit of work. The four proficiencies are linked by the teaching pedagogies used, while explicit problem solving strategies are also taught as separate skills.

**Mathematics - Measurement and Geometry**

- Solve problems involving the comparison of lengths and areas using appropriate units(ACMMG137)
- Connect volume and capacity and their units of measurement (ACMMG138)
- Interpret and use timetables (ACMMG139)

**imaths Topics Covered**

- Investigating Squares and Rectangles
- Packing and Stacking
- Read and Interpret Timetables
- Add and Subtract Time

|  | **Mathematics – Statistics and Probability**<br><br>• Describe probabilities using fractions, decimals and percentages (ACMSP144)<br><br>• Compare observed frequencies across experiments with expected frequencies(ACMSP146)<br><br>**imaths Topics Covered Probability**<br><br>Probability<br><br>Judgements<br><br>Causes of Bias<br><br>Line Graphs<br><br>**imaths Investigations**<br><br>• 'Happy Hippos'/Practice Makes Perfect |
| **English** | **Reading**<br>• Analyses and uses appropriate reading strategies.<br>• Reads with fluency and expression, reflecting an understanding of the text that they have read.<br><br>   - Cars and Stars – focuses on 12 specific reading strategies<br>   - Guided Reading – Ability grouped and linked to Cars and Stars<br>   - Reading Comprehension - higher order comprehension strategies of: compare and contrast, word meaning, summarising, drawing conclusions and making inferences, figurative language, fact and opinion, cause and effect, sequencing, author's purpose, main idea, facts and details, predictions<br><br>**Viewing**<br>• Identifies and explores different perspectives on complex issues by viewing and comparing a range of texts.<br>• Draws on a repertoire of strategies and approaches to analyse meanings in visual texts.<br>• Makes relevant and succinct notes whilst viewing a variety of visual texts. |

The students will be viewing the TV current affair program Behind The News
During the unit they will demonstrate:
- The capacity to make meaning from different forms of TV.
- The ability to obtain information by viewing.
- The ability to identify the message that is being conveyed.
- Main characters – Who? Importance to Film/TV show? Storyline.
- The role of music – e.g. to indicate a closure, romance, fear, humour.
- That visual texts can target particular groups of people and individuals.
- An ability to recognise that visual texts may use stereotypes.

## Writing

- Writes with a clear sense of purpose and structure and explores different perspectives when writing.
- Understands and follows the conventions of a text type.
- Edits and re-reads own work to aid in understanding.
- Uses existing spelling strategies and applies new strategies to spell unfamiliar words.

  - Focusing on a variety of genres – the students will write narratives and poetry – Limericks, Ballads and Free Verse

## Spelling
The program will be based on the text, 'Spelling Rules' (Books F and G) by Helen Pearson and Janelle Ho. The spelling unit consists of two parts: the first part will be phonic based and the second part consists of the students learning a spelling rule from the St Luke's Spelling Scope and Sequence.

## Grammar
This grammar program is comprised from the St Luke's Grammar Scope and Sequence document. Included throughout the term will be revision from Year 5. Students will be utilising 'Oxford Grammar 6'.

**Verbs**
Simple verbs/compound verbs
Modal verbs and modal auxiliary verbs
Verb tense
Timeless present tense verbs

**Adverbs**
Comparative and Superlative

**Prepositional Phrases**

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| | **Text Cohesion**<br>Antonyms<br>Synonyms<br>Homonyms<br><br>**Listening and Speaking**<br>The students will present information to a given audience about given topics. |
| **History** | **Australia as a Nation**<br><br>Students learn about the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.<br><br>**Australian Curriculum Outcomes**<br>Historical Knowledge and Understanding<br><br>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children  (ACHASSK135)<br><br><ul><li>investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions</li><li>describing the significance of the 1962 right to vote federally and the 1967 referendum</li><li>investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example, Jack Patten or the Aborigines Progressive Association)</li><li>Investigating the experiences of democracy and citizenship of women (for example, the suffragette movement, the bar on married women working, equal pay, the *Sex Discrimination Act 1984*)</li><li>investigating the experiences of democracy and citizenship of migrant groups (for example, White Australia Policy, internment camps during World War II, assimilation policies, anti-discrimination legislation, multiculturalism, Reconciliation, mandatory detention, pay and working conditions)</li><li>investigating the experiences of democracy and citizenship of children who were placed in orphanages, homes and other institutions (for example, their food and shelter, protection, education and contacts with family)</li></ul> |

| | **Key Inquiry Question**<br><br>• How have experiences of democracy and citizenship differed between groups over time and place, including those from Asia?<br><br>The students through using an inquiry based approach will research our history and how our past has helped to shape our future. The students will view video clips and other forms of multimedia to aid in their understanding. |
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| **Health** | **Pedestrian Safety**<br><br>Resource: 'Challenges and Choices' – Resilience, Drug and Road Safety Education<br><br>**Personal, Social and Community Health Descriptors;**<br>• Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)<br>• Plan and practise strategies to promote health, safety and wellbeing.<br>• Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)<br>• Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058) |
| **Science** | **Energy Sciences**<br><br>**Energy  - Term 1 and 2**<br><br>**Outcome – Physical Sciences – (Essential Energy)**<br><br>As an introduction to secondary science and building on their existing primary school experiences. The students will be going to Mater Dei in Term 1 and 2. 6 Blue will go once a week for 6 weeks to Mater Dei in Term 1, while 6 White will go once a week for 6 weeks in Term 2.<br><br>To supplement this program the students will be learning the following concepts:<br><br>• Types of energy.<br>• Sources of electrical energy.<br>• Solar energy.<br>• Hydropower<br><br>We will be using Primary Connections to facilitate the students learning how to conduct investigations. They will be using: words walls, TWLH charts and Science question starters. The students will be conducting two investigations as part of the Primary Connections unit. The first will be investigating factors that promote the heating up of water in a can; the second will be investigating sources of energy and the transfer of light energy to heat energy.  Integrated with Design Technology. |
| **Design and Technologies /Science/** | **Bottle Rockets**<br><br>**Outcome –** Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024) |

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| **Digital Technologies /Mathematics** | The students will be investigating how bottle rockets work before designing and testing their own. This project has a heavy Science focus as the students will be learning what factors make their bottle rockets more or less effective. They will learn what materials work best and how to choose a material based on its characteristics. |
| **Digital Technologies** | **Microbits**<br><br>**Outcome -** Design, modify and follow simple algorithms involving sequences of steps, branching, and iteration (repetition) (ACTDIP019)**.**<br><br>The students will complete a series of coding tasks using Microbits.<br><br>The students will also continue to develop a personal Google website where they will document and record projects throughout the year. This term bottle rockets and camp will be the main focus. |